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ABSTRACT

An evaluation was done of New York City Board of Education's Project, Guidance Oriented Acquisition of Learning Skills (Project GOALS) for 1989-90. The project, in the first year of a 3-year funding cycle, provided 340 students of limited English proficiency (LEP) from various ethnic backgrounds (including Asian, Hispanic, Eastern European, and Haitian) with instructional and support services together with career-related and employment-related training. The project operated at Edward R. Murrow, South Shore, and James Madison High Schools in Brooklyn. Many students were recent immigrants and came from low-income families. The evaluation found that in its first year, the program was fully implemented. Students received instruction in English as a Second Language (ESL), content area subjects, and employment-related subjects. Staff development took place as well as counseling and parental involvement activities. Through analysis of testing scores, grades, and other school records, the evaluation found that Project GOALS met all of its objectives in ESL instruction, content area subjects, computer skills and occupational learning, career awareness, attendance, dropout prevention, and staff development. One program strength was the involvement of a relatively large percentage of parental involvement in the program. Three tables are included. (JB)

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OREA Report

GUIDANCE ORIENTED ACQUISITION OF
LEARNING SKILLS
(PROJECT GOALS)
Grant Number: T003A90123

1989-90

FINAL EVALUATION REPORT

UD 025 561

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8/90

GUIDANCE ORIENTED ACQUISITION OF LEARNING SKILLS
(PROJECT GOALS)
1989-90

SUMMARY

- Project GOALS was fully implemented. Students received instruction in English as a Second Language (E.S.L.), content area subjects taught either bilingual or with E.S.L. methodology, and employment-related subjects. The project provided staff development, counseling, and parental involvement activities.

- The project met all its objectives: E.S.L., content area subjects, computer skills and occupational learning, career awareness, attendance, dropout prevention, and staff development .

Project GOALS completed the first year of an Elementary and Secondary Education Act (E.S.E.A.) Title VII three-year funding cycle. The project was fully implemented by the spring of 1990. The fall semester was devoted to start-up activities. The project provided 340 students of limited English proficiency (LEP) with instructional and support services together with career- and employment-related training. Project GOALS operated at Edward R. Murrow, South Shore, and James Madison High Schools in Brooklyn.

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment. Thanks are due to Constantine Hriskos for collecting the data and writing the report.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Research, Evaluation, and Assessment
New York City Public Schools
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of Guidance Oriented Acquisition of Learning Skills (Project GOALS). Project GOALS completed its first year of funding under Title VII of the Elementary and Secondary Education Act (E.S.E.A.). The program provided instructional and support services to students of limited English proficiency (LEP) receiving career- and employment-related training at Edward R. Murrow, South Shore, and James Madison High Schools in Brooklyn.

PARTICIPATING STUDENTS

The project served 340 students during the year. Students came from various ethnic backgrounds, among them Asian, Hispanic, Eastern European, and Haitian. Many were recent immigrants and came from low-income families, as evidenced by their eligibility for the free lunch program.

STAFF

Project staff funded by Title VII included a director who held a Ph.D. and was fluent in English, Spanish, and Hebrew; a counselor with a master's degree and fluency in English, Spanish, Italian, and French; a monolingual coordinator who held a master's degree; an educational assistant who was fluent in French, Russian, and Spanish; a French/English bilingual secretary holding an Associate's degree; and a program planner, fluent in English and Spanish, who held a bachelor's degree.

II. IMPLEMENTATION

The project selected students for participation who scored at or below the 40th percentile on the Language Assessment Battery (LAB) and were recommended by school staff on the basis of applications, personal interviews, and other referral procedures.

The program offered students four levels of English as a Second Language (E.S.L.), content areas taught bilingually or using E.S.L. methodology, and instruction in career- and employment-related areas.

At Edward R. Murrow High School, there were five content area courses in both Chinese and Spanish, and one with an E.S.L. methodology. James Madison High School offered one social studies course bilingually in Russian and English and four others with an E.S.L. approach. South Shore High School offered at least one course in each of the content areas using E.S.L. methodology.

Support services for students included counseling, career training, tutoring, and a variety of culture-enrichment activities. These helped to foster pride in the students' native culture and ease their transition to life in the United States. Counselors and guidance personnel were available after school to meet with students. The project engaged in staff development and parental involvement activities.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- Students will master English language skills as shown by an average gain of five Normal Curve Equivalents (N.C.E.s) on the LAB.

Matching data were available for 199 students. The mean gain was 6.6 N.C.E.s (s.d.=11.3), and analysis indicated a significant ($p<.05$) gain in LAB scores. Project GOALS met its objective for E.S.L.

Content Area Subjects

- Sixty-five percent of the program students will score at or above the passing criterion of 65 in subject area classes.
- Student gains in mathematics skills will be higher than expected.

Data were for the spring semester only. Students met the first content area subject objective in all subjects and all schools. (See Tables 1 and 2.) Although it was impossible to measure the second objective as stated since expectation was not defined, the course passing data supports its accomplishment.

Computer Skills and Occupational Learning

- Participating students' passing rates in computer skills and occupational courses will be equal to or greater than that of non-program students.

Eighty percent of the students who took computer skills courses in the spring passed with a grade of at least 65. (See Tables 1 and 2.) The passing rate at Edward R. Murrow High School was 76.8 (the other high schools had only four students each taking computer skills courses). Since participating

students at that school had a higher passing rate (78.3), Project GOALS met its objective for computer skills and occupational learning.

TABLE 1

Student Achievement in Content Area Courses

Subject	Number of Students	Percent Passing
Mathematics	319	75.9
Science	278	79.5
Social Studies	305	79.0
Computer Skills	100	80.0

- Over 75 percent of participating students passed their content area and computer skills courses.

TABLE 2

Student Achievement in Content Area Courses By School

High School	Subject	Number of Students	Percent Passing
James Madison	Mathematics	142	79.6
	Science	138	84.1
	Social Studies	136	79.4
South Shore	Mathematics	59	67.8
	Science	29	79.3
	Social Studies	49	89.8
Edward R. Murrow	Mathematics	118	75.4
	Science	111	73.9
	Social Studies	120	74.2
	Computer Skills	92	78.3

- Over 65 percent of students at all schools passed their content area and computer skills courses.

NONINSTRUCTIONAL

Attendance Rate

- Participating students' attendance rates will be higher than the attendance of mainstream students.

The attendance rate of students attending each of the participating high schools was higher than that of mainstream students. (See Table 3.) Project GOALS met its objective for attendance.

TABLE 3

Attendance Rates of Program and Mainstream Students by School

High School	Program		Mainstream
	Number of Students	Percent Attendance	Percent Attendance
James Madison	128	97.2	87.6
Edward R. Murrow	91	94.2	90.3
South Shore	119	92.2	84.6

- The attendance rate of participating students was higher than that of mainstream students at all sites.

Dropout Prevention

- Student dropout rates will be lower than that of mainstream students.

None of the program students dropped out of school. Since some mainstream students did drop out, it can be inferred that the dropout rate for participating students was lower than that of mainstream students. The project met its objective for dropout prevention.

Career Awareness

- At least 65 percent of participating students will demonstrate proficiency in career awareness and employment skills as measured by criterion referenced tests.

Eighty-seven percent of the 38 students who took career awareness courses earned a final grade of at least 65. Project GOALS met its objective for career awareness.

Staff Development

- By January 1990, Project GOALS will have hired competent and qualified staff to carry out its objectives.

The project hired competent and qualified staff and by the start of the spring semester. Project GOALS met its first objective for staff development.

- By January 1990, Project GOALS will have conducted training activities for all personnel involved.

Project GOALS held a number of in-school conferences and meetings at which participants discussed curriculum and E.S.L.-related topics. The project director and 17 teachers attended two staff development conferences. The project met its second objective for staff development.

- By January 1990, Project staff will be assigned working space, materials, and resources at each participating site.

Project GOALS provided working space, materials, and resources at each participating site. The project met its third objective for staff development.

- **By January 1990, staff training activities at all participating sites will make school staff aware of the project's objectives and intervention strategies. Full faculty participation will be sought.**

There were relevant presentations at the cabinet meetings and faculty conferences at all three sites. At South Shore High School, on staff development day, there was a workshop on E.S.L. and teaching strategies for LEP students. Project GOALS met its fourth objective for staff development.

Parental Involvement

The project held a number of parent advisory council meetings throughout the year. Meetings were attended by 100 parents. Parent outreach, through letters and telephone calls, was extensive.

Extracurricular Activities

A noteworthy activity was at South Shore High School where Project GOALS published an E.S.L. magazine called "Stepping Stone." This year's issue was devoted to autobiographical pieces by project students.

FOLLOW-UP OF PROJECT PARTICIPANTS

Students were to be mainstreamed as soon as they scored above the 40th percentile on the LAB. The project planned to monitor these students' progress through follow-up guidance services. However, in its first year of operation, no students had yet been mainstreamed. No students transferred to another school, graduated, or dropped out.

IV. CONCLUSIONS

In its first year of operation at three high schools in Brooklyn, Project GOALS provided LEP students of diverse backgrounds with supplementary instruction in E.S.L., content area subjects taught either bilingually or with E.S.L. methodology, and employment-related subjects. In addition, the project provided such support services as counseling, extracurricular activities, staff development, and activities for parental involvement. After a semester of preparation, the project was successful in meeting all of its objectives.

Project GOALS implemented a program of extracurricular activities as well as a comprehensive outreach program that involved a relatively large number of program parents.